

Buffalo Prep Report Card 2016



BUFFALO PREP IS A  AFFILIATED PROGRAM

MISSION

Buffalo Prep prepares promising economically disadvantaged underrepresented students for success in college preparatory high schools and higher education.

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“Building a Strong Foundation to Support an Increase in Students”

In 2013, propelled by the strong academic achievements of students participating in its enrichment and support programs for disadvantaged youth, and the continuing challenges in urban education, Buffalo Prep undertook an intensive strategic planning process to determine how best to serve more students while ensuring the organization’s long-term financial stability. With the full support of the Buffalo Prep Board of Directors and professional staff, the 25th Anniversary Initiative was established to develop the funding strategies necessary to fuel the organization’s programmatic goals. The 25th Anniversary Initiative has enhanced Buffalo Prep’s ability to prepare even more students for success in life by instilling in them high expectations for themselves, as well as the academic tools to achieve their goals. The change in staffing structure and the strengthening of the development office has created a ripple effect throughout the organization that is helping the organization to reach its fundraising goals, in turn allowing it to enhance current programming and outreach in the community to address the need in the populations it serves. The 25th Anniversary Initiative saw a 20% increase in three years to the number of students Buffalo Prep serves.

Additionally during the 2015-2016 academic year, the entire Buffalo Prep faculty and staff engaged in a comprehensive self-study of the organization and its programs. The National Association of Independent School (NAIS) Self-Study tool was utilized as a basis for this work which was also guided by the Academic Evaluation Committee from the board of directors. We were charged with examining the history of Buffalo Prep and for what purposes the program was founded and any major changes that have occurred. These include changes in the evolution of the mission or culture, patterns of enrollment and any significant governance or administrative changes. In addition, a deep examination of all of our programs, their design and desired outcomes was a part of the process. This has been an invaluable process and will enable Buffalo Prep to both continue its delivery of quality programs and services to our students and provide a blueprint for its future plans. Engaging in the self-study is just another component of our ongoing evaluation efforts to pursue continuous quality improvement in our work while serving even more deserving students from across Western New York.



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Middle School Prep Year-Round Program for Academic Year 2015-2016

Overview

Middle School Prep offers an enriching academic, cultural, and social summer program experience for qualified students who are entering sixth and seventh grade. The program helps prepare students to excel in school and exposes them to the resources of Buffalo Prep and other appropriate educational opportunities in Western New York. The year-round program is an extension of the summer program and invites approximately 45 students from the summer program which they participate in a 25-week enrichment opportunity during the following academic school year. To be considered for acceptance, parents are required to submit a letter of intent. Students are accepted based upon their work ethic, respect for their fellow peers and a parent application.

General Program Features

- 41 students accepted the invitation to attend the MSP Year-Round program.
- 38 out of the 41 students completed the program for a 93% retention rate.
- 19 out of the 24 7th graders participating in Middle School Prep were accepted into the highly competitive/ selective and challenging 14-month High School Prep program.
- The program was in session from 9:00 a.m. to 3:00 p.m. on Saturday from October to May.

Outcomes

Students completed achievement tests in technology, science, humanities, and mathematics on a pre-assessment / post-assessment basis to assess their skill levels and to measure change in academic performance. Test results are instrumental in the internal evaluation of the success of the program. Students' scores in all content areas increased as shown in the table below:

Course	Pre-test average %	Post-test average %	Point increase
Math	18%	56%	+38
ELA	52%	69%	+17
Social Studies	37%	57%	+20
Science	30%	74%	+44
Research	69%	76%	+7

The Academic Challenge

- Students maintain full schedules at their day schools that include homework and extracurricular activities.
- Students committed to advanced academic studies outside of school for an additional 25 weeks, following the completion of an intensive 5 week summer program.
- Student families must demonstrate their commitment to further their children's continued social academic growth by insuring their children attend the program and complete additional academic requirements.

Cross-Curricular Programming

Cross-curricular teaching involves a mindful effort to apply knowledge, principles and values to more than one academic area simultaneously. The content areas may be connected through a problem, topic, issue or a central theme. Through cross-curricular presentation, the educational theory of multiple intelligences allows students to express what they understand in different ways through the process and products that may be based in the arts. Mathematics, English Language Arts (reading comprehension and writing), science, and technology/ research were featured subjects.



Buffalo Prep has taught me to try my best and not to give up when I am stuck on a math problem.
-Buffalo Prep Middle School Prep Student

Curriculum

Social Studies: Students learned about current events, note-taking skills, as well as listening, reading, and writing skills. Students were engaged in critical thinking and teacher-guided scaffold questions. The instructor used visual and auditory components to increase student comprehension.

The topics that were taught focused on current events infused with foundations of American government and U.S. History. Students read articles from News ELA and ReadWorks.org, which offer current events articles that are tied to the Common Core learning standards. Additionally, every Saturday students watched CNN student news to gain insights about what was happening in the U.S. and around the world. Students studied the constitution, the three branches of government, political parties/political theories, history, as well as the 2016 election and the electoral system.



ELA: Students began each class with a five minute free write on an assigned topic displayed on the board. Throughout the year, students read while using various techniques, including individualized, small group and whole group readings. They also learned and implemented various reading strategies such as text coding, and “most difficult first.” Along with reading activities, students completed numerous writing assignments, which included writing fictional stories and writing about what freedom means to them. Many of the short stories that students studied were higher than a 6th or 7th grade reading level, including:

- *The Treasure of Lemon Brown*
- *The Most Dangerous Game*
- *The Scholarship Jacket*
- *Mothers and Daughters*
- *Flowers for Algernon*
- *Rikki Tikki Tavi*

Mathematics: Mathematics began with a review of one and two-step equations, the difference between expressions and equations, and generating equivalent expressions. These skills were the foundation for the other topics taught throughout the year. Students were also introduced to various methods to find the answers to these problems, including traditional algebraic, tape diagrams, and pictures. The students also solved time and distance problems, comparison and rate problems.

Other topics that were covered included:

- Angle relationships: Students learned how to find and use the angle relationships to find missing angle measures. They were required to explain each relationship in full written sentences and justify how that relationship was used to find the missing measure.
- Surface area and volume: First, the students learned to find the surface area of irregular figures. Next, the students found the volume of prisms. The students used this knowledge to find the capacity of a tank and how that capacity changes when various objects are placed in the tank.

In addition, students were given one to two minutes to compute 100 simple multiplication problems before each class in order to increase multiplication fluency. Students saw individual increases in scores by the end of the program.

The benefits that my child received from Buffalo Prep are endless. They have provided her an education that not only strengthens her current grades, but introduces new concepts and skills that go above and beyond what she is learning in school. Buffalo Prep is the backbone of how my child has and will continue to excel in life.

-Buffalo Prep Parent

Science: The focus was on the Sun-Earth-Moon System. The topics included:

- Rotation and Revolution
- Seasons
- Moon Phases
- Tides and Eclipses

Current information from NASA was utilized on a continual basis for optimal engagement and learning throughout the school year.

During this unit, students practiced taking notes in Cornell style, made observations each evening by carefully drawing the moon phases, and participated in Socratic Seminars which held all students accountable in conversations about several topics. In addition, students used Kagan strategies (research-based) to increase critical-thinking skills such as Quiz-Quiz-trade and Rally Coach, as well as group presentations to prepare for high school.



Projects included developing an experimental design and plan on how to demonstrate what causes all four seasons. Prior to the experimental design, students had to interview adults and ask them what causes seasons. They needed to write down responses. Afterwards, students watched a YouTube video, and found that even Harvard graduates did not know the correct answer!

Technology: Technology focused on reviewing the five W's (who, where, what, when, why) and how of writing. Students examined articles to determine which articles were written well answering the five W's and which articles were lacking the necessary information. Students also practiced making note cards to organize information in an order that would make sense and convey the facts in a logical sequence, such as separating main ideas vs. supportive ideas using subtopics. Next, students discussed the Big6 Skills, a six-step information literacy process. The steps included:

1. Task Definition: finding a topic and identifying the requirements
2. Information Seeking Strategies: determining the range of possible sources and evaluating them
3. Location and Access of Information
4. Use of Information: active reading and extracting information
5. Synthesis: organizing information and creating a product
6. Evaluation: evaluating the final project and the information-solving process

The second half of the program was devoted to using the skills they had learned to develop an interesting and informative project. Class time was used to search and evaluate Internet sources, take notes, and develop a project of the students choosing. The students then presented their projects on the final two Saturday's of the program.

Program Staff

The Middle School Prep 2015-2016 year-round program staff included an English/ Language Arts, social studies, mathematics, technology and science teacher as well as an on-site Program Director.



Middle School Prep 2016 Summer Program

Overview

Middle School Prep (MSP) offers an enriching academic, cultural and social summer program experience for qualified students who have completed grades five and six the previous academic year. The program helps prepare students to excel in school while exposing them to other components of the Buffalo Prep organization.

General Program Features

- 150 students were accepted into Middle School Prep 2016 Summer Program; 132 students began the program.
- 126 students completed the program—a retention rate of 95%.
- Summer session of 5 weeks, from 8:30 a.m. to 4:00 p.m.
- Housed at Nichols Middle School
- For the second year, Middle School Prep partnered with SAY Yes Buffalo
- A staff of 21 people, including:
 - Program Director
 - Assistant Program Director
 - Nine Certified Teachers
 - Ten Teacher's Assistants
 - Director's Assistant

Outcomes

Students' scores in each content area increased as shown in the table below:

Course	Pre-test average %	Post-test average %	Point increase
Math	44%	85%	+41
ELA	32%	75%	+43
Technology	44%	60%	+16
Science	57%	83%	+26



Curriculum:

The MSP summer program teaches important foundational skills such as organization, time management, note-taking, active reading and social skills in order to develop habits that are needed to succeed in middle and high school. MSP develops the curriculum in each content area by using a thematic/ cross-curricular format while implementing the Common Core Learning Standards. Social Studies (SS) is the focal point and driving force of the MSP curriculum. The summer of 2016 curriculum pertained to the election process with a focus on healthy competition.

Cross-Curricular Programming

As described in the section on the MSP Year-Round Program, the summer program also included cross-curricular teaching. Courses included the following:

Reading: Using the text *The Kid Who Ran for President* by Dan Gutman, students learned how to answer the following questions:

- What are the elements of a story's plot and how do they interact?
- How do I cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text?
- How does an author develop complex characters over the course of a story?
- How do particular incidents and conflicts in a story propel the action and reveal aspects of a character?
- How do I determine the meaning of unfamiliar words in context?

The ELA-Reading instruction consisted of mini-lessons, two-column note-taking, daily formative assessments, and student engagement protocols. Through their ELA-Reading instruction, students developed the following skills:

- Plot deconstruction
- Making text based inferences
- Locating and citing textual evidence
- Analysis of characterization
- Determining the meaning of unfamiliar words

Writing: The writing program is designed to take students through the writing process in a variety of assignments to stress the importance of organizing writing before beginning as well as revising and editing work to produce a quality final product. This summer we focused a great deal of attention on persuasive writing. Participants learned and used ethos, pathos, and logos to create persuasive arguments.

Middle School Prep

Throughout the program, students also learned different grammar skills such as fragments, run-ons, complete sentences, capitalization, parts of speech, and participles. The focus was mainly on the proper placement of commas.

Technology: In the Research classes, instruction included discussion, modeling, practice, and review. As a result of these instructional practices, students developed the following skills:

- Brainstorming
- Note-taking
- Evaluating websites
- Collaboration

Students developed the ability to answer the following questions:

- How can students decide if a website is appropriate for their use?
- How can students extract pertinent information for their use?
- How can students collaborate and communicate ideas and make decisions with each other?

Math: Math class targeted ratios, fractions, and integers. Following the Common Core Learning Standards, the math curriculum covered problem solving related to expressions and equations, finding solutions and using the proper function in word problems, as well as understanding graphs. Math also included math sprints, students were required to answer 80 problems, timed.

Science: Students participated in building and competing with their catapults. Instruction included the following:

- Learning about forces: identify a push or pull
- Answering: What is work?
- "Friction" formative assessment
- Completing Simple Machines KWL Chart in Notebooks
- Exploring simple machines at multiple stations: practice using spring scales, pulleys, ramps, lever (see-saw), and compound machine (bike, car).
- Design & make catapults for finale for class competition using materials given: students launched a large marshmallow or ping pong ball.

Power Hour: The final hour of the day was conducted by teacher assistants who are Prep Alumni. They created daily clubs and activities to promote pride for the Buffalo Prep program.

Testing

Students took achievement tests in ELA, mathematics, social studies, and technology on a pre-assessment /post-assessment basis to assess skill levels and to measure changes in academic performance. Test results are used to help evaluate the success of the program. Students are also assessed on the Academic Study Skills curriculum to help teachers focus on essential skills students need to master for academic success.

Additional Events

- MSP went on field trips to Canalside, City Hall and University at Buffalo.
- MSP participated in a Peace-Out Workshop hosted by Phillips Lytle LLP where the students were engaged in a mock trial.
- 45-minute Zumba Instruction was conducted by a certified Zumba instructor.
- Students participated in a Buffalo Prep family cook-out with all participants of Middle School Prep and High School Prep.
- A lacrosse clinic was conducted by Nichols High School students.
- Steve Procknal from Power Yoga Buffalo facilitated a yoga class for the Middle School Prep students.



High School Prep

Overview

High School Prep (HSP) is structured as a 14-month intensive program beginning with the summer before 8th grade and concluding at the end of the summer after the 8th grade. Classes include math, chemistry, biology, earth science, technology, Rising Writers Workshop and English Language Arts (ELA). Academic Study Skills are integrated into classroom teaching.

At any given time, High School Prep consists of two “classes” of students that overlap during the summers as shown in the chart below:

High School Prep Class of*	Summer 2015	Academic Year 2015-2016	Summer 2016
2015	•		
2016	•	•	•
2017			•

* the year indicates the fall that students enter High School

HSP Class of 2015 General Program Features

- 57 students were accepted into the Class of 2016.
- 31 students graduated from the program in August 2016.
- During summers, students participated in High School Prep classes and activities from 8:30 a.m. to 4:30 p.m. Monday through Friday.
- During the school year, students attended after school on Tuesdays and Thursdays from 4:30 p.m. to 6:30 p.m. and on Saturdays from 9:00 a.m. until 2:00 p.m.
- The John R. Oishei Scholarship was awarded to four HSP students.
- The Cullen Foundation Scholarship was awarded to one HSP student.

High School Selection

For the 2016 class, a rigorous high school selection process was implemented. The goals of the process were twofold:

1. To help students and families choose a broad range of high schools (public/charter, Catholic and independent) to visit and apply to, with the goal of ensuring that each student finds a school that is the right fit, and
2. To closely monitor the application and financial aid process, providing support and guidance as needed.

The high school selection process began with a required 30-minute high school selection conference with at least one parent/guardian of each student. Math and ELA curricula from September through November focused on preparation for the Catholic School Placement Test (CSPT). Additionally, staff obtained materials to help students prepare for the independent school exams.

Academic Year Overview

During the academic year, students attended math and history classes on Tuesday and Thursday evenings. On Saturdays, they attended Rising Writers Workshop, ELA, science, and technology, and participated in mentoring with HSP alumni and College Prep students.

Pre- and Post-test Outcomes

Students in the Class of 2016 achieved gains in every subject area as shown below:

Course	Pre-test average %	Post-test average %	Point increase
ELA/RWW	48%	69%	+21
Global Studies	42%	78%	+36
Algebra	29%	64%	+35
Science	27%	71%	+44

High School Prep

The High School Prep class of 2016 will be attending a variety of schools in the fall.

High School	HSP students attending in Fall 2016
Buffalo Academy of the Sacred Heart	1
Buffalo Seminary	3
Canisius High School	3
Cardinal O'Hara High School	5
Christian Central Academy	1
City Honors School	3
The Gow School	1
Mount St. Mary Academy	1
Nardin Academy	4
Nichols School	1
The Park School of Buffalo	4
St. Joseph's Collegiate Institute	2
Tapestry Charter School	2
Total	31



High School Prep Class of 2016 - Summer 2016 Overview

Thirty-one students made it to the final summer session of the 14-month program. The curriculum for the class of 2016 was as follows: chemistry, Global Studies 2, math, and ELA. The students attended classes on Monday through Thursdays, while Fridays were reserved for enrichment activities such as Preventionfocus and a leadership/community building field trip to Canal Side.

On August 12, all thirty-one members of the Class of 2016 who began the summer session successfully completed their course of studies at HSP and graduated. This is an incredible testimony to their hard work and growth, as well as to the efforts and guidance of a very gifted and dedicated faculty and staff.

Once again, students of the Class of 2016 experienced gains in every subject area over the summer, as evidenced below:

Course	Pre-test average %	Post-test average %	Point increase
ELA	53%	69%	+16
Global Studies	44%	79%	+35
Math	30%	61%	+31
Chemistry	31%	44%	+13

High School Prep Class of 2017-Summer 2016 Overview

Based on a detailed review of the applicants during the admissions process, 59 students were accepted into the HSP Class of 2017. This includes 24 MSP year-round 7th graders. Of the 59 accepted, four students chose not to participate in HSP. Of the 55 students from the Class of 2017 who attended HSP this summer, 19 are males and 36 are females.

The curriculum for the first summer session for the Class of 2017 was as follows: earth science, math, ELA, and Global History 1. The Class of 2017 also experienced a day of training and role playing called Peace Out, presented by Phillips Lytle LLP.

After reviewing final grades and attendance for the summer session, the faculty and staff decided to dismiss two students. Fifty-three students were invited to begin the HSP academic year session.

Pre- and Post-test Outcomes

During their first summer session students in the Class of 2017 achieved gains in every subject area as shown below:

Course	Pre-test average	Post-test average	Point increase
ELA	41%	47%	+6%
Global Studies	35%	74%	+39%
Math	28%	67%	+39%
Earth Science	47%	77%	+30%



College Prep

Overview

As part of Buffalo Prep's commitment to eliminating educational barriers by helping students access higher education, College Prep works with students and their families throughout high school and the transition into higher education to ensure that they meet their goals and achieve college admittance. To this end, College Prep provides academic support, college advisement, enrichment opportunities, and socio-emotional counseling to Buffalo Prep's high school students.

Prep, Oishei and RTD Students

College Prep serves three distinct groups of students:

1. Prep Scholars are students who completed High School Prep.
2. Oishei Scholars are students who received a scholarship from The John R. Oishei Foundation to attend an Educational Collaborative of Western New York (EdCo) consortium school. Some Prep Scholars are also Oishei Scholarship recipients.
3. Rising To Distinction (RTD) Scholars are students who have been referred to College Prep by an EdCo schools for tutoring.

During the 2015-2016 academic year, College Prep served a total of 196 students through its various services.

Tutorial Support

The College Prep Tutorial Center is open Monday through Thursday (3:00 pm to 7:00 pm) and Saturday (9:00 am to 12:00 pm by appointment). During the 2015-2016 academic year, fifteen College Prep tutors conducted 2,714 tutorial sessions. Students received assistance in a variety of subjects, including:

- Algebra
- Calculus
- Earth Science
- Geometry
- Religion
- American History
- Chemistry
- English
- Global History
- Spanish
- Biology
- College Planning
- French
- Physics
- Trigonometry

Oishei Scholars

The College Prep staff continued to support and monitor the academic progress of the sixty-two Oishei Scholars that it served during the 2015-2016 academic year. The Oishei Scholars Readiness Program, which was hosted at Buffalo Prep in August, focused heavily on foundational academic skills, technology, writing, and math skills. In addition, the new Oishei Scholars benefited from the mentorship of veteran Oishei Scholars throughout the academically rigorous two-week program.

A forum was held in April of 2016 for all Oishei Scholars, RTD Scholars, and their families. The forum was an opportunity for parents/guardians and students to share their thoughts about the school year with each other and the Buffalo Prep staff. Students, parents/guardians, and staff participated in small- and large-group discussion and were also asked to complete an

end-of-year survey reflecting on their school experiences and College Prep’s services. The feedback, which was reported to The John R. Oishei Foundation, will allow College Prep’s staff to serve the Oishei Scholars and their families more effectively.

Rising To Distinction

During the 2015-2016 school year, Rising To Distinction continued to serve sixty-two Oishei Scholars and twenty-five other underrepresented students through College Prep. During the 2015-2016 academic year, Buffalo Prep enrolled fifteen new students into RTD (included in the twenty-five above), which is a 400% increase in enrollment from the 2014-2015 academic year. Upon identification of need, students are referred to RTD by their high schools; in some cases, College Prep students recommend the program to their school peers. RTD then works with the student, his or her family, and a school counselor to prepare an individualized plan to address the issue. Once a student has been referred to RTD, the student is eligible to participate in College Prep throughout his/her entire high school career as long as the student remains at an EdCo school.

SAT Preparation and Scores

In January through March of 2016, twenty-six eleventh grade students attended an SAT preparation course through Atlas Test Prep. This course included four diagnostic practice tests. The average scores and the increases are shown below:

	Diagnostic Test #1	Diagnostic Test #2	Diagnostic Test #3	Diagnostic Test #4	Actual SAT
Average Score	1078	1101	1111	1173	1176
Percent Increase		2%	3%	9%	9%

College Trips

During the 2015-2016 school year, College Prep organized two college trips. Each of these trips included campus visits to two colleges. On October 30, 2015, six students attended tours of the SUNY campuses at Brockport and Geneseo. On April 15, 2016, a group of twenty-one students were taken to visit both Ithaca College and Cornell University. During these campus visits, students were able to eat lunch, learn about academic opportunities, explore campus diversity and speak with current college students about their experiences.

College Admissions and Financial Aid Packages

All members of the Class of 2016 graduated from high school and were accepted into college, and will matriculate at twenty-two institutions of higher learning in the fall of 2016. Listed below are the colleges that Prep, Oishei, and RTD students will attend.

American University	Buffalo State College	Canisius College
Clark Atlanta University	Erie Community College	Florida Atlantic University
Massachusetts Institute of Technology	Morehouse College	Niagara University
New York University	Princeton University	Rochester Institute of Technology
Roberts Wesleyan College	Skidmore College	St. Bonaventure University
St. John Fisher College	SUNY Delhi	SUNY Geneseo
University at Buffalo	University of Hartford	Xavier University
Yale University		

College Prep Counselor

The College Prep Counselor provides enhancements to College Prep services around social and emotional counseling. Socially, these counseling services help students who are having a difficult time at their schools. Similarly, many College Prep students report high levels of stress. The College Prep Counselor is trained to provide different types of stress relief, including mindfulness, progressive muscle relaxation and guided meditations. For many other College Prep students, issues in their homes and lives outside of school make it difficult to focus on their schoolwork. By having a social worker on staff, College Prep students and families can be connected with community resources that address issues that neither Buffalo Prep nor the partner schools are prepared to meet.

College Prep Programming

In addition to providing tutorial services, College Prep staff arranged or offered a number of enrichment opportunities, academic and college readiness workshops, and social activities for College Prep students, including:

Academic study skills workshops	Algebra II/trigonometry Boot camp	Buffalo Niagara Medical Campus tour
Buffalo Sabres game trip	Building a Better Buffalo Community Leadership Conference	Career Day
College advisement meetings for all grades	College essay workshops	College fair and representative visits
College Prep Field Day	Financial aid workshop	Keller Technology Corporation tour
Midterm and final examination review sessions	Mock interviews	Phillips Lytle LLP Leaders in the Making Conference
Scholarship Application Completion Day	Student holiday party	

Social Support

Circle Meetings

The Director of College Prep and two other College Prep staff representatives visited College Prep’s partner schools monthly. The College Prep staff alternate between meetings with students (“Circle Meetings”) and meetings with a representative who serves as College Prep’s in-school contact. The goal of the Circle Meetings is to provide students with the guidance and tools that they need to be successful in their schools and in other aspects of their lives. During the Circle Meetings, College Prep’s students receive social support, educational information and resources, college admissions assistance, and College Prep updates from College Prep’s representatives while building community. During the 2015-2016 academic year, 182 students at eighteen partner schools were visited at Circle Meetings. When the College Prep staff meets school staff, they have the opportunity to communicate and collaborate to ensure the success of their shared students, who are closely monitored by both College Prep staff and the school staff.

Mentoring Programs

In order to increase the participation of, provide additional social support to, and offer more enriching opportunities for College Prep students, the College Prep mentoring program was redesigned for the 2015-2016 academic year based on student feedback collected during last year’s Circle Meetings. The mentoring program, renamed “Prep Chat” by popular student vote, met twice a month. The thirteen mentoring sessions offered this year were attended by an average of twenty-seven students, which represents a two-hundred percent increase in student participation when compared to last year. The themes that Prep Chat covered and the activities in which the students participated include the following:

- #I am Buffalo Prep. This is our place.
- Buffalo Prep alumni panel
- Building a Better Buffalo Community Leadership Conference
- Community leadership speaker
- Buffalo Prep Responds to Whiteness Project
- What Does a Community Consist of? What Does your Ideal Community Look Like?
- Definitions of Manhood and Womanhood
- Identity, the Media, and Society
- Identity and Social Cliques in School
- #I am Social Change

College Prep provides me with resources that allow me to not only make myself and my high school experience better, but also to learn and share experiences of my peers.

-College Prep Student

Middle School Prep Year-Round Program

Challenge #1:

When middle school students participate in both the 6th and 7th grades, students seemed less interested in attending High School Prep. Some students have described being “burned out” by the time they reach the 8th grade.

Recommendation:

Revamp the acceptance process into the Year-Round program. Parents will write a letter of intent. Also, it may be wise to accept only 7th graders into the Year-Round program in order to prevent “burn-out” in High School Prep.

Challenge #2:

The students were capable of completing the work; however, the quality of their work needs improvement.

Recommendation:

Students will be instructed to utilize rubrics in order to assess their work before turning it in. It is also recommended the rubrics be used in teacher/student conferences as well as peer-reviews.

Challenge #3:

Writing skills continue to be a challenge for students. Writing is one of the most important skills for success in high school and beyond.

Recommendation:

Extend the Middle School Prep summer writing lab to the Year-Round program.

Middle School Prep 2016 Summer Program

Challenge #1:

Parents indicated that more frequent and deeper communication take place.

Recommendation:

Host two meetings with the Director (one in the morning and the other in the afternoon) in consideration of a parent’s work schedule, as well as sending out weekly updates during the program.

High School Prep

Challenge #1:

Admissions. Our admissions challenge is twofold: 1. Recruiting students who are the best fit for HSP and for the partner high schools. 2. Starting the admissions process earlier and ending the process earlier so that we have more planning time. In regard to the first part, while this year’s applicant pool overall is stronger than last year’s (based on test scores and interview data), we want to increase the number of, strength and diversity of applicants. In regard to the second piece, this year, as with last year, we started the process earlier but were unable to end the process earlier as too many families were not ready to complete their applications per our intended timeline. In order to make sure we reviewed all the stronger applicants, the application process had to be extended.

Recommendation:

1. A recruitment system needs to be expanded to teachers in grade 7 at a variety of schools (and grades 5 and 6 for MSP) who are fully educated on how HSP works and are able to nominate students who best match our admissions criteria. Buffalo Prep should create nominating or recruiting teams at schools serving diverse populations (or targeted populations) who are connected to Buffalo Prep admissions staff and work collaboratively to not only nominate and refer students, but also urge families to apply and help facilitate that process. 2. HSP shifted to a rolling admissions and decision-making process this year once we realized that a significant number of families were not going to meet the deadline. This seemed to work well. Going forward, HSP and admissions staff can stress that we have X number of spaces and will fill them as we go. This should help push those families who are most interested to get their materials submitted in a timely manner. Again, if we have nominating teams at the referring schools, those individuals can stress this on their end as well.

Challenge #2

Entrance Exam Preparation. The 2016 class did not do as well as we hoped on high school entrance exams. This is due in large part to the ever-widening gap between the skills and content knowledge students have when they come to Prep, and the skills and content knowledge required for success on these exams and in the partner schools.

Recommendation:

We have added ELA and math labs during the fall semester and will have ELA and math labs during the summer to try to provide students with additional preparation.

Challenge #3

Mentoring & Social/Emotional Support. Members of the HSP 2015 and 2016 classes needed significant mentoring (e.g. time management, organization) and social/emotional support in order to successfully complete the program.

Recommendation:

HSP is slated to have an MSW intern during the 2016-2017 academic year which would certainly help the 2017 class. Additionally we need to continue to utilize the College Prep Counselor on an as needed basis.

Challenge #4:

Proctored Study/Probation. These two items are closely related. Throughout the 2015-2016, several students who came into the 2015 academic session on probation, remained on probation for all four quarters. In discussion with the faculty, the most consistent theme was the fact that the probation policy has not achieved desired results.

Recommendation:

Probation needs to become a remediation mechanism. We should provide struggling students academic support including the following: assistance in formulating an academic improvement plan; an individual faculty mentor relationship with weekly check-ins; tutorial staff dedicated entirely to HSP; a structured homework tracking system for missing or deficient work; assignment to re-structured proctored study hall each Wednesday in which the faculty supervisor works with students. Probationary status should then be reviewed at the end of each quarter. If a student has received every opportunity to succeed and is still failing any course, he/she should be dismissed from HSP.

College Prep

Challenge #1

Despite sharing College Prep-related information by mail, email, phone calls, and text messages, some students and their families remain unaware of the opportunities, activities, and events offered by College Prep.

Recommendation:

College Prep will create and use College Prep-specific social media accounts in order to communicate with its students and families.

Challenge #2

College Prep students need more social support and want more time with which to engage with their peers at Buffalo Prep.

Recommendation:

College Prep will add an additional circle meeting at each partner school to its schedule for the 2016-2017 academic year. In addition, College Prep will provide a "social hour" for eligible students when the mentoring program does not meet.

Challenge #3

College Prep does not fully engage parents/guardians as program partners throughout the school year.

Recommendation:

College Prep should host a parent/guardian forum and appreciation event for all College Prep parents/guardians. College Prep will also consider establishing a parent/guardian support group and education program after surveying College Prep's families about services that they would like the program to offer.

Student and Parent Surveys

All students in Middle School Prep, High School Prep and College Prep as well as parents are surveyed annually to offer feedback about the Buffalo Prep experience. This past year Buffalo Prep partnered with an outside evaluator, VIA Consulting, to conduct surveys. Questions focus on the atmosphere at Buffalo Prep, the learning experience, staff and teachers, expectations, the program site, the program directors, academic work and study skills, participation, homework, among others. Across the board, responses to nearly all questions were positive.

Summary of Student Feedback

Middle School Prep and High School Prep (6th-8th grade)

What do you like best about Buffalo Prep?

Students like the teachers, who they call caring, helpful and engaging, and the social atmosphere, including spending time with peers, going on field trips, and other fun activities. Students also appreciate the ethnic diversity, challenging coursework, and learning opportunities.

How do you benefit from your participation with Buffalo Prep?

Most students described academic benefits from their participation in Buffalo Prep, including improvements in grades, homework completion, and their math and writing skills.

What could we do to make Buffalo Prep better?

Students suggest a variety of ways to improve Buffalo Prep, including incorporating recess or break time, more incentives for achievers, less homework or a shorter schedule, and new or “more interesting” activities, such as creative writing workshops and fun science activities.

College Prep (9th-12th grade)

What do you like best about College Prep?

Students appreciate the easy access to tutoring, homework help, and other academic support. In addition, one of their favorite aspects of College Prep is the company of their peers, tutors, and staff.

How could we make College Prep better?

Student suggestions include: expanded academic/science programs; extended tutoring hours; more field trips; the addition of language tutors; upgraded technology; and better/healthier food options.

Please share any comments you have about the College Prep staff.

Respondents overwhelmingly agree that the College Prep staff are very nice, helpful, knowledgeable, friendly, supportive, organized, and attentive. Many students noted that they love the staff, and feel that College Prep has a family-like atmosphere.

Summary of Parent Feedback

Middle School Prep and High School Prep

What do you like most about Buffalo Prep?

- “Buffalo Prep introduced a world I didn’t know existed. I had no knowledge of opportunities for my child in the city of Buffalo. But that didn’t matter, because Buffalo Prep walked me down the path to my daughter’s success! The very first lesson my daughter learned was priceless. My daughter thought she was being helpful, and soon learned that she was being unethical. A lesson Buffalo Prep taught her that has been influential in her decisions from here on forward.
- “The organization as a whole and the collaborative effort and devotion towards our children.”

College Prep (9th-12th grade)

What are the benefits of College Prep for your child?

- “Academic, emotional and social support.”
- “The constant availability of tutors and or staff. The prep chats and college trips. The partnerships with other schools and organizations.”
- “My child can come to College Prep when she needs to. It allows her to become more proactive in completing assignments and getting homework help.”



Outside Evaluator Summary

In Fall 2015, Buffalo Prep started working with Via Evaluation for data and evaluation services to help understand the impact Buffalo Prep programming has on students' academic performance.

Via Evaluation facilitated the development of a visual depiction of the program structure, or logic model, which articulates Buffalo Prep's activities, the anticipated results and outcomes, and the data needed to monitor and evaluate these components. This logic model, which will be updated regularly, will be used to guide program implementation, evaluation, and improvement, as well as to clearly communicate Buffalo Prep's activities and expected outcomes to staff, funders, students, parents, schools, and other stakeholders.

Via Evaluation also worked with Buffalo Prep staff to streamline Buffalo Prep's data collection, entry, analysis, and reporting to maximize use and minimize staff burden. After learning about Buffalo Prep's current and projected data needs, Via Evaluation researched various database options for Buffalo Prep to explore. Buffalo Prep chose the Orbund software, which it has purchased and adapted for use throughout the program.

Via Evaluation and Buffalo Prep also collaborated to redesign and administer surveys to student participants, their parents, and Buffalo Prep staff. These surveys were designed to collect data required for various reports, but also to provide Buffalo Prep with insight into the beneficial and valued aspects of the program and the areas in which improvement or adjustments should be made.

Finally, Via Evaluation is currently conducting an evaluation of Middle School Prep to help Buffalo Prep understand whether and to what extent the program may impact student performance during the academic year following their participation. Using a quasi-experiment design, Via Evaluation will compare the 6th grade academic performance of Middle School Prep participants to that of similar students who did not participate in Middle School Prep (matched through Propensity Scores). This analysis will result in an understanding of Middle School Prep's potential impact on student performance and also specific recommendations on additional program analyses and options for future evaluation work.



Buffalo Prep is pleased to recognize financial contributions of \$500 and above between **July 1, 2015** and **June 30, 2016**. On behalf of the children we serve, we thank you for your generosity and support. A full listing of all donors is included in Buffalo Prep's Annual Report. Gifts listed do not include in-kind donations. We regret any errors or omissions. Please call the Buffalo Prep office at 716.829.3605 with any corrections.

Summa Cum Laude

Gifts of \$100,000 or more
Cullen Foundation*
The Seymour H. Knox Foundation, Inc.
The John R. Oishei Foundation

Magna Cum Laude

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*Includes gifts made to the Capital Campaign

**Includes gifts made to the Endowment Fund

***Includes gifts made through the Community Foundation for Greater Buffalo

STRATEGIC PLAN 2014-2016

Year 3 of 3-year Action Plan

IMPERATIVE	YEAR	OBJECTIVE	STATUS
COMMUNICATIONS & OUTREACH	2013	By the end of fiscal 2013, have a Marketing and Communications Committee in place.	Achieved
OUTCOMES & REPORTING	2013	By the end of FY 2013, a comprehensive database system will be in place with all data entered in a timely manner.	Ongoing
PROGRAM ENHANCEMENT	2014	By fall 2014, an application will be in place for a formal programmatic tie with Say Yes Buffalo that helps ensure access to quality educational opportunities for all Buffalo students.	Achieved
COMMUNICATIONS & OUTREACH	2014	By the end of fiscal 2014, the number of alumni in the Prep network with an ongoing relationship with Prep will be at least 5% greater than the percent at the end of 2012.	Achieved
STUDENT & FAMILY RECRUITMENT	2014	By the end of fiscal 2014, the number of applications from referrals to all programs will be at least 30 (5%) more than at the end of FY 2012.	Achieved
STUDENT & FAMILY RECRUITMENT	2014	By the end of fiscal 2014, there will be at least 132 other sites that refer students, or locations, schools, and an increase of at least 5 from the end of FY 2012.	Achieved
ORGANIZATIONAL & OPERATIONAL OPTIMIZATION	2014	By the end of FY 2014, all Prep students will have access to internet-based learning supports within the Prep facilities.	Achieved
ORGANIZATIONAL & OPERATIONAL OPTIMIZATION	2014	By the end of fiscal 2014, Prep will have integrated databases in place for tracking student success in Prep as well as in their schools.	Ongoing
BOARD ENGAGEMENT	2014	By the end of 2014, each board member will be leading at least one initiative aimed at addressing the imperative of this Plan.	Achieved
BOARD ENGAGEMENT	2014	By the end of fiscal 2014, each board member will be actively engaged in securing resources necessary to sustain the organization.	Achieved
OUTCOMES & REPORTING	2014	By the end of 2014, there will be quality effective scheduling for pre- and post-exams throughout all programs.	Achieved
OUTCOMES & REPORTING	2014	By the end of fiscal 2014, Prep will have a completed student database and more clearly defined (and valued) student outcomes that are being used for evaluation and planning purposes.	Ongoing
FUND DEVELOPMENT	2015	By the end of 2015, an endowment campaign and planned giving program will have been established in order to support ongoing operational needs of Buffalo Prep.	Achieved
PROGRAM ENHANCEMENT	2015	By the end of fiscal 2015, the Middle School Prep program will be serving 150 students.	Achieved
PROGRAM ENHANCEMENT	2015	By the end of fiscal 2015, there will be at least two additional partner high schools.	Achieved
COMMUNICATIONS & OUTREACH	2015	By the end of 2015, awareness of Buffalo Prep within targeted communities will be significantly greater than at the end of 2013.	Achieved
ORGANIZATIONAL & OPERATIONAL OPTIMIZATION	2015	By the end of 2015, Buffalo Prep will be located in Allen Hall on the Main Street Campus.	Ongoing
FUND DEVELOPMENT	2016	By the end of fiscal 2016, at least 55% of revenues will be from other-than-grant sources.	Achieved
FUND DEVELOPMENT	2016	In each year through the end of fiscal 2016, the number of total contributors to Buffalo Prep will be at least 30 (net 10%) greater than the previous fiscal year.	Ongoing
PROGRAM ENHANCEMENT	2016	By the end of 2016 there will be significantly more opportunities for College Prep students to be appropriately engaged than were available in 2012.	Achieved

Buffalo Prep Facts

Students in the College Prep program have access to a variety of resources:



Computer lab to work on homework



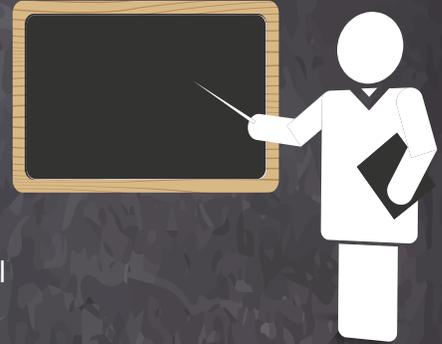
Free tutorial services



Mentoring Program



Access to financial aid resources



2016-2017 Enrollment

208 Students-College Prep
136 Students-High School Prep
175 Students-Middle School Prep

519 Students

Buffalo Prep will serve 519 students in the 2016-2017 school year.

\$ Financial Information \$

\$20,000- It costs approximately \$20,000 to send one student through all the Buffalo Prep programs from 6th-12th grade.

\$29,000-The average income of a Buffalo Prep family is \$29,000.

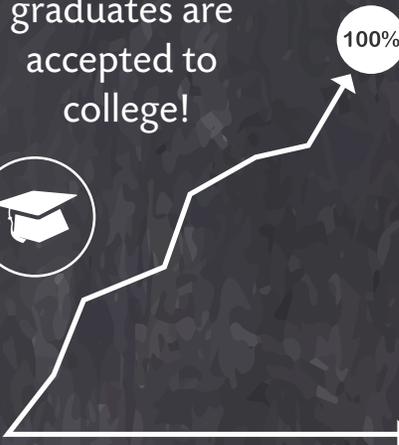
\$65,000- To participate in a Buffalo Prep program, a family's total income has to be under \$65,000.

Freshmen entering high school were offered financial aid packages totaling nearly \$500,000.



Freshmen entering college were offered financial aid packages totaling nearly \$2.5 million.

100 % of graduates are accepted to college!



High School Prep students take a variety of courses

